

unless the foul was committed by a member of the defending team inside its own striking circle, in which case a short corner is given.

3. Out of bounds.

- (A) When the ball goes over the side line of one player --- a roll-in.
- (B) When attacking team sends ball over goal line without score - 25 yd. line bully.
- (C) When the defending team sends the ball over its own goal line --- long corner (if done on purpose - short)

II. Scoring.

1. A goal is scored when the ball is hit by a member of the attacking team from inside the striking circle, and the ball goes into the goal cage.
A goal scores 1 point.

III. Points for forwards to remember.

1. Stay on a line with other forwards.
2. Keep your own position on the field.
3. Pass diagonally ahead.
4. Shoot when you get into the circle and follow up your shot.
5. Wings stay out of the circle. Centre the ball at about 25 yd. line. When the ball is in the circle, come in toward the edge of the circle.

6. Go back toward your own goal to about 25 yd. line.
7. Try to run toward the opponent's goals when receiving a pass.
8. Dribble the ball until an opponent advances to tackle.
9. Don't forget there are other players playing with you.
10. Keep away from ball when another member of your team is playing it.

IX Points for defense players to remember.

1. Each defense player is responsible for one forward on opposing team.

Left Half..... right wing.

Left full..... right inner.

Right Half... left wing.

Right full..... left inner.

Centre half..... centre forward.

2. Take free hits & roll-ins quickly
(Generally taken by $\frac{1}{2}$ -backs)

3. Keep your position on the field. Tackle only your opponent.

4. Clear the ball toward the side line.
Don't pass across in front of your own goal.

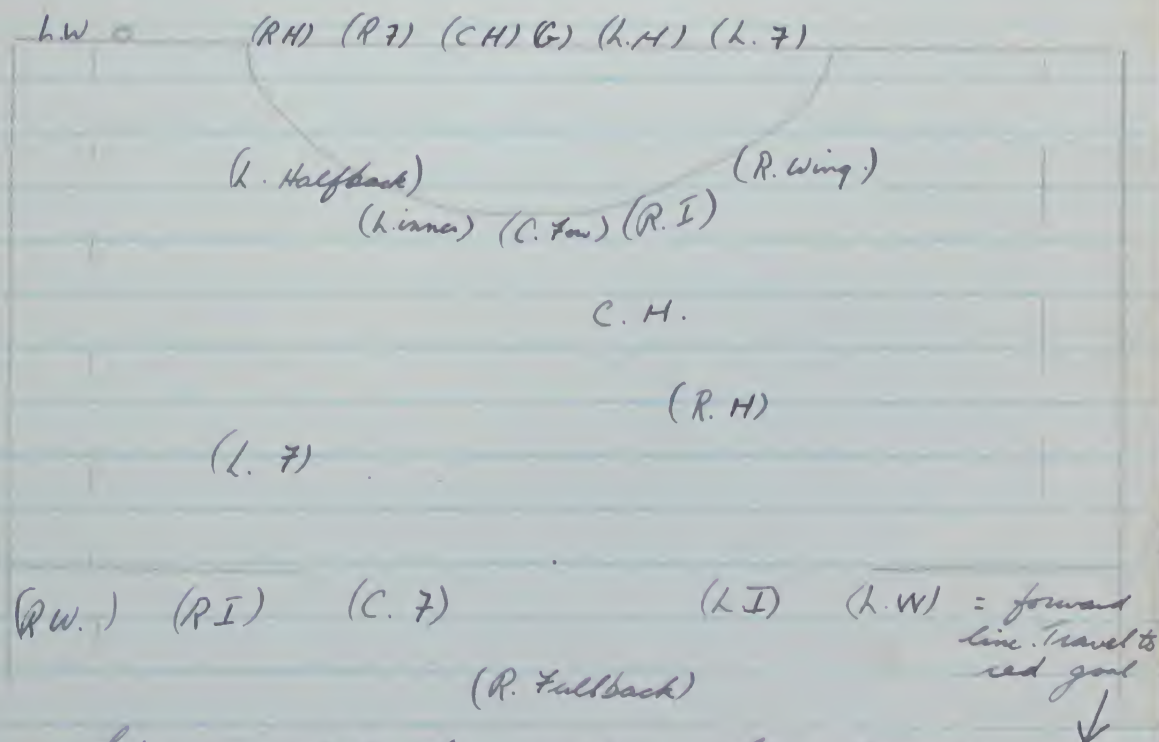
5. Pass diagonally.

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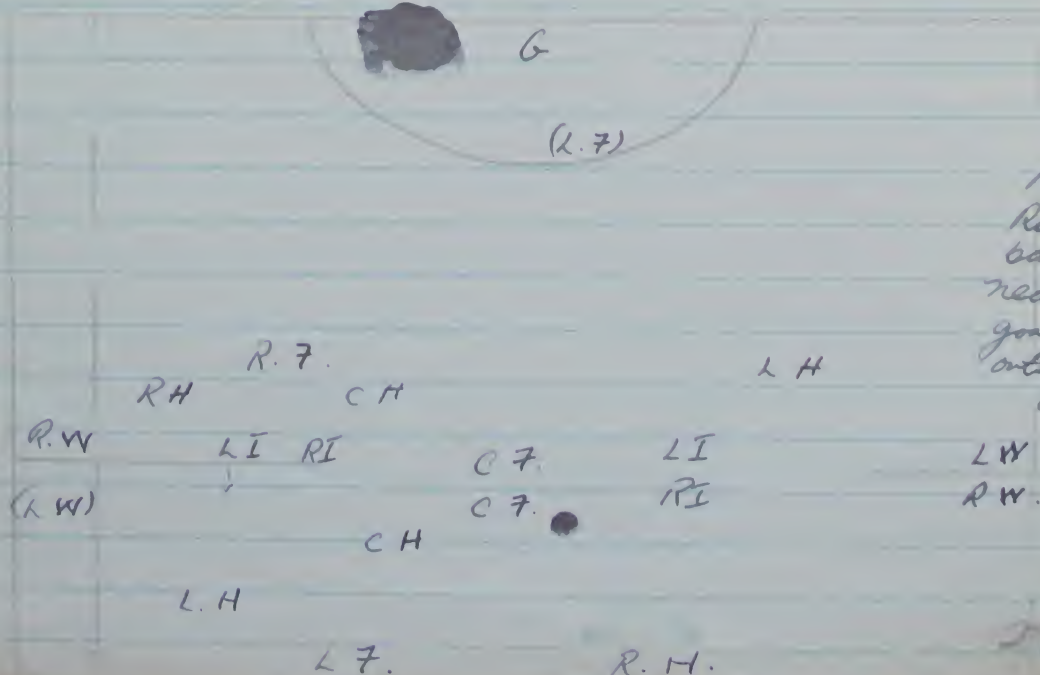
6. Halfback, back up your own forward line when one of them has the ball.

7. One full back should always be back in a covering position.

8. Goalie should use her feet on the ball.



Line up of 2 teams for a long corner
 Red = attack
 Blue = defense.



Note:
 Red full-back is nearer the goal or her outside of field.

Theory of Play.

I Development within last 50 yrs.

a) Changes.

b) Problems.

c) Institutions which contributed to present day play-meets.

II Objectives of play & recreation.

A) Attitudes

B) Character.

C) Intermediate, immediate, remote objectives

III Betty.

a) Characteristics

b) Dominant Interests.

c) Activities - individual & group & reasons for.

d) Value of group activities.

e) Growth of team games.

IV Peggy 9-12.

a) Characteristics

b) Interest.

c) General characteristics of program for her

d) Activities - Individual, group, team.

e) Reasons why she is not ready for organized team games.

f) Values of how organized team games.

V How Age & Sex influence Play.

A) Physiological

B) Social

C) Functional

} Conditioning.

D) Differences in way which boys & girls play.

VI Alice 12-13-14, 14-17.

A) Three types.

B) Characteristics of 3 types.

C) Need for activity at this age. 272

D) Importance of dual game, team & group activities.

VII Beatrice + Ida.

- A) Types of physical ability + interest.
- B) Reasons why these girls come for activity.
- C) Effects on program planning of
 1. Home
 2. Education.
 3. Physical Condition
 4. Age.
 5. Recreational Backgrounds.
- D) Activities.
- E) Importance of careful planning.
- F) Values of activity.

VIII Martha.

Theories of Play.

Surplus Energy Theory.

Children blow off steam. Schiller ^{aimless} 18th man to put forth theory 1760-1800. ^{aimless} ~~aimless~~ expenditure of exuberant energy. Animals work when need food & protection, after if they have energy they play. Birds sing because of excess energy. Aimless - (criticized.) Aimless play lowest type - complete idleness but not found often. Educators criticized his word surplus because kids play when they are tired. Given a chance they play all day long. Schiller - said kids free from making living so... play. No work - excess energy.

Spencer's Theory. - Same as Schiller's but more added - Instinct - because kids have natural instinct for play. Imitative forms of plays from adults. Better fitted for adult life. Close relationships set - art & play because rights of these forms are connected with maintaining necessities of life. Compensation for expression.

Recreation Theory.

Play is a recreation for occupation rather than business or necessity. Lord Kames said: - Play necessary for man in order to refresh himself after labour. Based on certain principles - "Certain amt. necessary" but play is more useful than complete ^{rest} ~~recreation~~. 274

Prof. Lozarus Berlin U. - activity may
not be different from everyday work.
Play may be enjoyed after work.

Relaxation

H. W. Patrick. Common occupation
today call for concentrated mental
effort, use of small muscles, acquired
within recent times for development of
man. more fatiguing than old forms of
act & results in nervous disorders.
Big muscle easier because rationally
old. Maintains

Kids take play because brain tract not
as highly dev. as adults. Baseball, etc
pop. because take in rationally old
forms of play. Doesn't arouse same
enjoyment as mental play. Theory mainly
to adult's play.

Instinct Practice Theory.

Gross supported this theory. Play
so imp. for child dev. of adult life that
nature provides long period of immatu-
rity for play. Children young so could
play. Play arouses from appearance
of imp. instinct before there is serious
need for it. Shows dif. between
higher animals & insects. ~~Animals~~ by
maintained kids learn in child-
hood what helps them in adult life.

Criticized. If learn co. ordination skills, etc
to fit physically in adult life then
other. Kids learn to be leaders & follow, to
get along: fitting for adult life.

Recapitulation Theory:-

H. Stanley Hall. — Based on belief present play is result of motor habits & spirits of past ages persisting in C. forms & day-kids when play ^(serious) ~~reversing~~ certain act. of ancestors. Kids pass this series of stages which ~~reline~~ cultural epochs in develop. of man. as: ① animal. ② savage. ③ Nomad ④ Tribal. During ^{these} stages passes this takes part in act. which are serious in these cultural epochs. If participated in all this life, freely, they will be tired & won't play in adult stages. Not wholly accepted.

Masson & Mitchell - P. 64. Self expression of Theory of Play.
See Play & Education.

And the rest the same for of things, any
nothing and the remainder for in place